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ABSTRACT

A program to train lower socio-economic parents in more effective management of their preschool children was developed and evaluated. In the planning stage objectives were formulated and strategy designs set. The methodology consisted principally of programed text and videotape. Formative development and two evaluations produced and modified the prototype materials. In the final phase, the summative development and evaluation, the production and limited "field test" of the completed materials was carried out with twenty-one subjects. The results were that the programing models for the text and video-taped simulations were effective as demonstrated by the parents' successful completion of the materials, a significant increase in the parents' ability to select correct procedural statements related to behavioral management after exposure to the program, the parents' successfully written applications of the principles of behavioral management to the behaviors of their children, and the parents' receptivity to both the programed materials and their contents. (WH)

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Final Report

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Project No. 1-0546
Grant No. OEG-0-71-3624

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TELEVISED PARENT TRAINING PROGRAM: REINFORCEMENT STRATEGIES FOR MOTHERS OF DISADVANTAGED CHILDREN

December 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
National Institute of Education

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ABSTRACT

The purpose of this project was to develop and test a model by which a variety of environmental enrichment techniques could be taught to lower SES parents on a cost-effective basis. Inherent in meeting this objective was the development of an instructional program which could be efficiently presented to parents and which would offer parents the needed skills in reinforcement procedures for effectively teaching their own children.

The project was divided into three phases: Planning--the development of the structure and content for the program; Formative Development and Evaluation I and II--production, evaluation, and modification of prototype materials; and Summative Development and Evaluation--the production and limited "field test" of the completed materials with twenty-one subjects.

The data indicated that: (1) The programming models for the text and video-taped simulations were effective as demonstrated by the parents' successful completion of the materials, a significant increase in the parents' ability to select correct procedural statements related to behavioral management after exposure to the program, the parents' successfully written applications of the principles of behavioral management to the behaviors of their children, and the parents' receptivity to both the programmed materials and their contents; and (2) the model for televised criteria checks was ineffective.

Final Report

Project No. 1-0546
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Televised Parent Training Program: Reinforcement Strategies for Mothers of Disadvantaged Children

Lanny E. Morreau

CEMREL, Inc.

Minneapolis, Minnesota

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Project Director

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INTRODUCTION

> There are at present about six million disadvantaged children under age six. Most of them are growing up without adequate nutrition and health care and without the active mental and intellectual stimulation that is necessary during these early years.... Young children in many of these homes are considered well behaved if they sit quietly in a corner during the day instead of talking, playing, and exploring (Mondale, 1969).

This introduction to the Headstart Child Development Act of 1969 focuses on one of the most pressing problems in America today, the education of the disadvantaged child.

By the time a child from a lower socio-economic background reaches first grade there is high probability that he is the victim of an environmentally-imposed intellectual deficiency. In school the child with this handicap falls further and further behind, and his prospects for an active and constructive role in society are diminished correspondingly.*

Tragically, for many children, the original deficiency could have been lessened or even prevented through an application of our present knowledge of child development, if steps had been taken in time. Preschool programs have demonstrated remarkable success in at least partially remediating this deficiency in children ages three to six. Unfortunately, even for children of this age, any program will probably be only remedial; the deficiencies first appear between eighteen months and three years of age (Bloom, 1964; Escalona and Corman, 1967; Golden and Birns, 1968).

We must provide an enriched environment for the lower socio-economic status (SES) child at an earlier age. As noted by Ulrich, Surratt, and Wolfe (1969), current research clearly indicates that the social environment in which a child is raised is a primary determinant of his behavior. Other research has conclusively demonstrated that the behavior of parents, in particular the behavior of mothers, can positively affect the later intellectual functioning of their children. The implication of these findings has been clearly stated by Representative Orval Hansen

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*An extended literature review and associated bibliography relevant to this project are contained in Strategies for the Design of Parent Training Programs: Intellectual Stimulation and Motivation of Young Children, pages 3-22.

in the Introduction to the Child Development Personnel Training Act of 1972, p. H3994: "No matter how many children receive development and day care services, it will always be the parents who are the most influential educators of children in this country.... Our rates of failure...can be changed--if we educate the parents."

The goals of several major programs are based on these conclusions. For example, two major objectives of the Accelerated Training Programs in Underprivileged Environments, a project funded by the Michigan Department of Public Health, are "to alter the early environment of children ages zero to five from a welfare population in order to enhance academic, social, and emotional development" and "to work with mothers of these preschool children to increase their capacities to provide an enriched home environment..." (Wolfe, Ulrich, & Ulrich, 1970, p. 44).

The design of instructional programs for parents requires responses to two basic questions: Which aspects of parent behavior are critical to the intellectual development of children? What procedures can be used for training large numbers of parents of disadvantaged children to enrich their home environment?

The difficulties the disadvantaged child faces as he enters school have been traced to lack of stimulation, both cognitive and motivational, in his home environment (Brofenbrenner, 1969). Specifically, the child's home environment may lack:

1. A high frequency of infant-child stimulation activities directed by the parent,

2. A heavy emphasis on verbal interaction and/or other language activities within these stimulation exercises, and

3. The systematic delivery of positive reinforcement by the mother for selected responses by the child.

At present, the number of efficient programs for training parents in these areas is limited, and few of these programs which have been developed can be easily and efficiently administered to large numbers of parents. Most are not self-instructional and, therefore, must be presented by professional or paraprofessional personnel, a requirement which limits the number of parents who can be instructed at one time.

Many programs are also restricted to specific audiences by their content. In some programs the vocabulary used is incomprehensible to parents with limited educational backgrounds. The activities themselves have been demonstrated to affect children's intellectual development, but their implementation with children is limited by the structure in which they are presented.

Further, no cost-effective procedure presently exists for simultaneously reaching and teaching the thousands of parents of disadvantaged children in the techniques for enriching home environments.

Objective

The primary objective of this project, Televised Parent Training Program: Reinforcement Strategies for Mothers of Disadvantaged Children, was the development and testing of a model by which a variety of environmental-enrichment techniques could be taught to parents simultaneously on a cost-effective basis. Inherent in meeting this objective was the development of an instructional program which could be efficiently presented to parents and which would offer parents the needed skills in reinforcement procedures for effectively teaching their own children.

Rationale for the Instructional Model

Several researchers have clearly demonstrated that parents can be trained to successfully implement behavior modification principles with their own children (Lindsley, 1966; Walder, 1966; Zeilberger, Sampen, & Sloane, 1968; Hawkins, Peterson, Schweid, & Bijou, 1966).

Unfortunately, implementation of most available training programs is limited to very small groups because of the need for a trainer who has a basic understanding of behavior modification procedures and the ability to convey his understanding to an essentially unknowledgeable population. Trainers with these qualifications are rare. To be maximally useful, the method of training parents in behavior modification principles should reach large numbers of parents at the same time; it should permit self-instruction and individualized pacing; it should maintain a high level of motivation; and it should be as concise as possible. Programmed instruction meets all of these criteria (Foltz, 1961; Leib, Cusack, Hughes, Pilette, Werther, & Kintz, 1967).

Programmed instruction has been shown to be very effective. Even using a variety of programming strategies, student performances are equal and often superior to their performances with conventional techniques. Schramm (1964) tabulated thirty-six studies comparing programmed instruction with conventional instruction. Of these thirty-six comparisons, eighteen showed a significant superiority for the students who worked with the program; only one showed superiority for the conventional procedures.

Several studies have indicated that programmed instruction is more efficient than conventional instruction in terms of time needed to complete the specified materials (Hughes & McNamara, 1961; Stone, 1965).

Several programmed texts on behavior modification have been written for teachers (Becker, 1971; Homme, Csanyi, Gonzales, & Rechs, 1969; Smith & Smith, 1969; Neisworth, Deno, & Jenkins, 1969; Hunter, 1967a; Hunter, 1967b; Patterson & Gullion, 1968; Morreau & Daley, 1972; Valett, 1969), but only four, the texts by Becker, Smith and Smith, Patterson and Gullion, and Valett, were written with parents as a potential audience. These four are most appropriate for middle-class parents.

The basic assumption underlying the materials development for this project was that the systematic training of parents of disadvantaged children on strategies of reinforcement could be accomplished through the use of a programmed text dealing with these topics in conjunction with televised instructional simulations prepared specifically for that population.

The programming model--the use of a programmed text in conjunction with a programmed video-taped simulation--had been demonstrated effective in training teachers to establish behaviorally managed classroom environments (Morreau, 1968; Morreau, Daley, & Sova, 1970).

This instructional procedure for teachers was modified to meet the characteristics of the target population and the limitations of broadcast television. The tentative developmental model was as follows:

Text design

Presentation of a principle.

Presentation of an applied example of the principle.

Presentation of a question pertaining to the principle with several alternative responses.

Presentation of the correct responses to the question with a brief discussion.

Presentation of an application problem related to the principle.

Presentation of criteria with which to evaluate the response to the problem.

Video-taped simulation design

Presentation of a principle.

Presentation of an applied example of the principle.

Presentation of a behavior sample (with prompts) to which the principle will be applied.

Presentation of the correct responses to the application with a brief discussion.

Presentation of a behavioral sample to which the principle will be applied.

Presentation of criteria with which to evaluate the application.

Criterion measures design

Discussion of procedures for responding.

Presentation of a sample of a child's behavior and request for parents' response to a specific question related to the behavior.

Repeat step 2 for each principle or combination of principles to be applied.

The designs for both the text and the video-taped simulations would allow for their independent use. It was anticipated, however, that optimal educational benefits would be attained through their conjunctive application.

Organization of Final Report

Because the evaluation of the instructional model required that new materials be developed to meet the specific characteristics of the model, the project was divided into three distinct phases:

(a) Planning--Development of the basic structure and content for program.

(b) Formative Development and Evaluation--Preparation of prototype materials, evaluation, and modification.

(c) Summative Development and Evaluation--Preparation of final program and evaluation.

PLANNING

Content and Strategy Designs

Evaluation of existing materials

The planning phase was initiated with a general review of existing instructional materials in the area of behavior modification to determine:

(a) The content professionals in the area of behavior management considered most relevant to effective parent application of behavioral management strategies and

(b) The strengths and/or limitations of available instructional materials for use with lower-socio economic (SES) populations.

The content evaluation of four texts revealed eleven major skill/knowledge areas which were consistently included:

Defining behavior
Observing behavior
Recording behavior
Types of reinforcers
Reinforcement procedures
Shaping behavior
Removal of reinforcers and schedules
Punishment versus reinforcement
Setting rules
Consistency in application
Applied behavioral problems

The evaluation of instructional strategies revealed that the limitation of most available, self-instructional materials was the vocabulary used to present information. Other programming variables limiting the use of specific materials were also noted:

(a) A series of questions presented without feedback.

(b) The use of a single response mode (constructed).

(c) Feedback presented directly under the response requiring instruction on the most effective use of the text.

(d) The use of a linear programming format only.

(e) Hypothetical examples required with no feedback for evaluation provided.

(f) Feedback presented on a series of responses rather than for each response.

Several effective programming variables which could be incorporated into the design of a parent program were also noted:

(a) Information presented in small units.

(b) Questions set off by consistent prompts.

(c) Rules presented with a variety of examples.

(d) Program divided into discrete sections for learner transition.

(e) Illustrations used to provide concept clarity.

(f) Rules distinctly isolated from the body of the material.

Professional Input for Program Development

Using the information derived from the review of existing programs as a base, planning sessions were held with consultants representing four major areas: Behavioral management, instructional design, parent education, and infant/child stimulation (cognitive and language development). The recommendations and experiential findings of these individuals are contained in a summary text, Strategies for the Design of Parent Training Programs: Intellectual Stimulation and Motivation of Young Children.

Objectives for parent training program

The primary objective of the instructional program was that parents would be able to correctly apply the principles of behavioral management to the behavior of their own children. Since the direct measurement of parent application was beyond the scope of the present project, specific objectives were established which, if met, would indicate that the parents had attained a skill/knowledge level which would enable them to apply behavioral management strategies in their homes. The specific objectives and the procedure for evaluation were as follows:

OBJECTIVE	EVALUATION
1. Defining and observing behavior.	
When presented with an open-ended question requesting the statement of two specific behaviors observed in their children and criteria for evaluation, the parent will record two observable/measurable behavioral events.	Constructed response. Programmed text.

OBJECTIVE	EVALUATION
2. Social reinforcers.	
When presented with an open-ended question requesting the statement of a specific reinforcing event involving parent/child interaction and criteria for evaluation, the parent will record a positive interaction event.	Constructed response. Programmed text.
3. Activity and/or tangible reinforcers.	
When presented with an open-ended question requesting the identification of three high probability behaviors of their own children and criteria for evaluation, the parent will record three events which their children request or engage in frequently and/or react to in a demonstrable, positive manner.	Constructed response. Programmed text.
4. Contracting.	
Given the two components of a behavioral contract and criteria for evaluation, the parent will write a limited contract containing a specific behavior to be increased and a specific consequence which could follow its occurrence.	Constructed response. Programmed text.
5. Task analysis.	
When presented with a task analysis question sequence and criteria for evaluation, the parent will record a measurable behavior to be increased, the first step to be mastered, a reinforcing event for the specific child, and the materials required for teaching.	Constructed response. Programmed text.
6. Punishment.	
When presented with a behavioral analysis question sequence and criteria for evaluation, the parent will record a measurable behavior to be decreased and a procedure for decreasing the behavior without the use of physical punishment.	Constructed response. Programmed text.

OBJECTIVE	EVALUATION
7. Principles of behavioral management.	
When presented with twenty statements correlated to specific principles of behavioral management, the parent will select those statements which represent a correct application of behavioral management strategies.	Twenty item test.
8. Application of behavioral management strategies.	
When presented with video-tape samples of a child emitting a problem/developmental behavior and the accompanying parent reaction to those behaviors, the parent will evaluate the suitability of the parent's responses and, if evaluated as inappropriate, will write responses which the parent could have made including a correct application of reinforcement procedures without the use of aversive control.	Video-tape presentation.

Since the emphasis in the program was to be placed on the systematic delivery of positive reinforcement, the basic rules to be presented were related to the application of reinforcement strategies. However, emphasis was also placed on the behaviors toward which reinforcement procedures might be applied, e.g., cognitive stimulation activities and verbal interaction or language development activities.

A working outline of the concepts and principles involved in the systematic management of behavior was prepared. Each rule was then restated in elementary vocabulary for inclusion in the program (Appendix A).

Examples of rule applications incorporating three types of behaviors were prepared:

(a) Developmental behaviors parents might wish to strengthen.

(b) Problem behaviors parents might wish to decrease.

(c) Non-problem behaviors parents might wish to maintain.

These general behavioral categories were further defined:

(a) Behaviors related to reading, writing, and language development.

(b) Behaviors related to self-management by children.

(c) Behaviors related to successful peer/sibling interaction.

(d) Behaviors related to successful parent/child interaction.

A selected member of the target population reviewed the basic rules and examples and concurred on their importance to parents.

Supportive data was later obtained by a review of the behaviors noted in parent programs and those recorded during a formal inventory of twenty parents representing the target population where each parent was provided with a form requesting the listing of ten behaviors of their children they would like to see occur more often and ten behaviors they would like to see occur less often (Appendix B). The results of the survey indicated that parent interests centered less on academic behavior than originally anticipated. Specifically, the responses indicated a personal interest in strengthening behaviors related to self-management, e.g., eating without messing, dressing self, playing alone; peer/sibling interaction, e.g., sharing, playing without hitting; and parent/child interaction, e.g., assisting parent with tasks, following directions. While each of these behaviors could be cast in a negative form, i.e., parents might want to decrease responses not representing these behaviors, the specific parent responses indicated a primary interest in reducing behaviors in two areas: Peer interaction, e.g., hitting peers and siblings; and parent/child interaction, e.g., sassing, arguing, crying, and whining.

The planning sessions were followed by formative and summative development cycles, including specific types of evaluation of the educational instruments: Formative evaluation for discovery of strengths and weaknesses of the instruments during development, and summative evaluation for assessing the effects of the completed instruments (Scriven, 1967).

FORMATIVE DEVELOPMENT AND EVALUATION

Formative Development

Programmed text

A prototypic, programmed text, Teaching Your Child, was written. The text followed the proposed model and incorporated the following programming characteristics:

The text was divided into small sections which parents could complete over several sessions.

The text rules were written at approximately a third grade reading level.

The rules were capped and the questions boxed.

Each response was followed by direct feedback with an explanation.

Feedback was presented on reverse pages so that answers were not present when a frame was completed.

Multiple-choice responses were followed sequentially with constructed responses.

The original model was modified to incorporate cartoon sequences illustrating a negative and a positive application of each rule and the outcome of the application in terms of parent/child behavior and feelings (Appendix C). The cartoon sequences in conjunction with the rules they represented were reviewed by a single subject representative of the target population. Seven of the cartoon sequences were modified to provide for clarity and consistency with preceding rules. The cartoons and the accompanying rules were also tested with a sample of twenty parents from a rural demographic region who attended a community sponsored parent-involvement program.

Each rule was verbally presented to the parents. The statement of a given rule was followed by a slide of the cartoon sequences depicting a positive and negative instance of the rule in application. The parents were asked to record if the given set of cartoons clearly illustrated the rule. They were also asked to recommend changes for clarifying any cartoon sequence they felt did not clearly depict the rule. Of the sixty-six sequences only six were found to be unclear by more than 20% of the parents. These sequences were subsequently modified and the prototypic, programmed text produced.

Video-taped simulation

The original model for the video-taped simulation was modified based on an analysis of anticipated parent behaviors while viewing the program. The model required

that a parent view the television program while simultaneously working with her own child. Implementing the principles discussed concurrently with television viewing would have imposed specific limitations on the program structure, e.g., the number of principles treated in the prototypic program would be limited and would elicit parent behaviors which were incompatible with the content of the instructional program, i.e., the parent would not be attending fully to her child during the teaching situation. Therefore, the programming model was modified and a script prepared to include the sequential presentation of a principle, an applied example of the principle, a behavioral example to which the principle would be applied (constructed response) and corrective feedback on the response with a brief discussion (Appendix D).

Stimulus Variables

Setting. The primary objective when establishing the set design was to provide a non-stereotyped home environment with which the potential viewer could identify, which would provide for maximum attending to the behavioral events rather than to the setting itself.

These criteria were met through the design of a set which, while stylistic, was not so abstract as to prevent identification with the home environment:

Background: Cyclorama in a semi-circular design with no identifying markings.

Furniture: Simple furniture having straight lines including only the basic pieces found in the primary home activity areas--living room and kitchen.

Actors. Tentative planning for the development of the prototype video-taped simulation included the taping of randomized samples of parent/child interactions in the studio setting while observations of behavior were simultaneously conducted.

Further analysis indicated that this was not a feasible alternative because variation in the parents and/or children might detract from the primary visual stimulus toward which parent attention was being directed, i.e., behavioral events. In addition, it was doubtful that scenes required to meet the script specifications could be obtained without the use of highly structured behavioral interactions between the parents and children.

Four decision rules were followed in the selection and video-taping of parents and children for the simulations:

A. Two television "families" would be used throughout the production to prevent distraction due to parent/child differences.

B. One "family" would be Black and the other White to promote viewer identification.

C. The negative and positive interaction scenes would be equally distributed across both "families" to prevent stereotyping either group.

D. The "families" would be composed of nonprofessional individuals to facilitate natural parent/child interactions.

Criteria measures

Parent/child interaction sequences illustrating correct and incorrect applications of reinforcement procedures to both problem and developmental behaviors were video-taped for pre and post-evaluation of participants. The three interaction sequences incorporated in the pretest were matched with comparable situations in the post-test. The forms for parent-responding required minimal reading and writing competencies (Appendix E).

Statements related to the application of each rule were isolated for inclusion in the pre and post-test on knowledges/attitudes related to behavioral management. Again, reading and writing competencies were considered in the design of the measure. Items stated negatively and positively on the pretest were matched with items stated in opposite form on the post-test (Appendix F).

Three basic units were to be tested and modified: The televised criterion measures, the programmed text, and the programmed televised instructional sequence. Because the use of the materials might ultimately vary, both the text and the video-tape were designed for potential independent use.

The programmed text, Teaching Your Child, and the correlated programmed video-taped simulation, Teaching Your Child--New Methods for Child Development, were prepared for small sample evaluation. The concurrent evaluation of the materials and the process by which they were presented necessitated the use of research methodologies which would provide data on the effectiveness of the procedure for instruction as well as data on which to base program modifications.

Formative Evaluation

Two small-sample investigations were conducted prior to the summative field test. The subjects for these investigations were drawn from parents of children attending

an inner-city parochial elementary school (Formative Evaluation I) and from parents having children attending a Model Cities day care program (Formative Evaluation II). The evaluation groups for the two formative evaluations as well as for the summative evaluation were composed of lower SES mothers characterized by two of the following: 1) Living in a disadvantaged neighborhood, 2) receiving welfare or ADC support, 3) having an income of less than $5,000 per year.

Because access to information related to two of the population descriptors was unavailable to project personnel, all subjects were drawn by a staff member from the specific institution or project which was cooperating in the evaluative study.

Formative Evaluation I

Purposes. Formative Evaluation I was concerned with three basic questions:

1. What modifications in the curriculum are indicated?

   Can the model for televised instructional sequences and pre/post-tests be used on broadcast television?

   Are the televised criteria checks effective measures of parent performance?

   Can parents representing the target population successfully complete the programmed text?

2. Would exposure to the program or specific components of the program increase the skill/knowledge repertoire of the parents?

   Would any specific combination of program components be more effective than others in changing parent performance?

   Would there be a major difference in parent performance if exposed to the video-taped instructional sequence as a single unit (30 minutes) as contrasted to two units (15 minutes/unit)?

3. Would parents be receptive to the programmed text and video-taped simulation?

Of the twenty members of the target population identified from the parents of children attending an inner-city parochial elementary school, five indicated that they would not be interested in attending a program related to teaching their children. The remaining fifteen subjects were randomly assigned to five treatment groups (Table 1).

TABLE 1
TREATMENT GROUPS--FORMATIVE EVALUATION I

Group	Pretest	Treatment	Post-test
1	X	Text only	X
2	X	Video-tape only (30 min.)	X
3	X	Text plus video-tape (2/15 min. units)	X
4	X	Text plus video-tape (30 min. unit)	X
5	X	None	X

The parents met at a common site to:

1. Complete the video-taped pretest sequences,

2. Complete the knowledges/attitudes pretest,

3. Receive the material and the schedule for the particular group to which they had been assigned, and

4. Receive the payment schedule for program completion--$10.00/session.

Four subjects, one each from groups 1, 2, 4, and 5 did not attend the pretest session. A follow-up telephone interview with these subjects indicated no consistent cause for nonparticipation, with transportation failure and "something came up" being the most specific responses derived.

The pretest on knowledges/attitudes related to behavioral management was administered to the eleven subjects. This was followed by the presentation of the video-taped pretest sequence. All materials were numerically coded to insure the anonymity of the subjects.

The subjects then followed the specific instructional sequence for their group:

Group 1: Completed the programmed text in their homes.

Group 2: Returned to the meeting site and completed the thirty-minute programmed, televised sequence presented via closed-circuit television. The televised sequence was stopped at each question point to allow for parent responding (the response time for each subject/item was recorded).

Group 3: Completed the programmed text in their homes and returned to the meeting site for two instructional sessions. Each subject completed a fifteen-minute programmed, televised sequence presentation via closed-circuit television during each session. The televised sequence was stopped at each question point to allow for

parent responding (the response time for each subject/item was recorded).

Group 4: Completed the programmed text in their homes and returned to the meeting site for one instructional session. Each subject completed the thirty-minute programmed, televised sequence presented via closed-circuit television. The televised sequence was stopped at each question point to allow for parent responding (the response time for each subject/item was recorded).

Group 5: Received no instructional materials.

The subjects returned to the meeting site on a preset date for completion of the post-test on knowledges/attitudes related to behavioral management and the post-test on applications of behavioral management strategies to televised samples of behavior. An informal verbal interview was administered after the post-tests were completed to determine parent interest in the program. All subjects were paid on completion of the final session.

Results and Implications. The analysis of the data indicated the need for several major modifications in the instructional program.

Can the model for televised instructional sequences and pre/post-testing be used on broadcast television? The mean response time for seven subjects on the twenty-two questions presented in the televised instructional sequence was 17.7 minutes with the greatest amount of time being committed to constructed responses (Appendix G).

These findings had two implications for the broadcast program: 1) The 30-minute instructional program would have to be lengthened to approximately fifty minutes if it were to accommodate individual responding to the questions as presented, and 2) still frames and/or a blank screen would have to be inserted for extensive periods of time during the instructional sequence to allow for responding without distracting stimuli.

These alternatives were rejected in that (1) intermittent, lengthy "gaps" in the instructional sequence would disrupt the continuity and flow of the program, and (2) a viewer who completed the response in a short period of time would probably reduce attending to the program during the response intervals.

It was also found that the open-ended questions used in the prototype videotape allowed for a variety of responses which, while correct from the standpoint of behavioral management strategies, were described as incorrect by the feedback which was based on a specific, desired response. Seven of the eight constructed responses on which the accuracy of subject responding fell below 80% were found to be preceded by ambiguous questions.

These results, when viewed in conjunction with the request of nearly all parents to view the complete program without interruption after the post-test was completed, led to the decision to discontinue the use of constructed responses in the video-taped instructional sequence.

Are the televised criteria checks effective measures of parent performance? The responses to the televised criteria checks were found to be unscorable because of the failure to predefine the specific behavior towards which the parent would direct her behavior.

The deliberately generalized structure of the questions to accommodate for variations in reading and writing competencies was found to produce generalized responding which could not be measured against the specific criteria for the questions.

The criteria measure response sheet was modified to provide for parent recording of the specific behavior with which they would deal in their response (Appendix H).

Can parents representing the target population successfully complete the programmed text? An analysis of the error rate on items in the programmed text indicated the following:

> Parents from the target population could successfully respond to constructed response items. 80% of the 30 constructed items were responded to accurately by 90% of the subjects completing the programmed text (Appendix I). Of the six items on which more than 10% of the subjects responded incorrectly, three were attributable to content coverage and two to question specificity and response structure.

An analysis of the responses serving as criteria for objectives 1-6 (pages 7 and 8 of this report) indicated that more than 90% of the subjects met all of the objectives.

It was also found that production responses (constructed) requiring similar answers to the same question were frequently omitted by the subjects indicating that where constructed responses were incorporated, they should be reduced to the minimal number of responses required to acquire a given concept and/or to demonstrate mastery.

An analysis of the multiple-choice items, where the greatest success was anticipated, indicated that only 59% of the 32 items were completed accurately by 90% of the subjects. Of the thirteen items on which more than 10% of the subjects responded incorrectly, two were attributable to the similarity of choices to negative examples in the text, four to question specificity, one to response structure, four to concept coverage in the text, and two to subject failure to select more than one response to a given question.

The programmed text was subsequently modified to correct for these deficiencies.

Would exposure to the program or specific components of the program increase the skill/knowledge repertoire of the parents? As noted, the test on application of behavioral management strategies as structured could not be interpreted for this evaluation. However, the scores of the subjects on the test of knowledges/attitudes related to behavioral management were compared.

The primary hypothesis to be tested was:

> An exposure to a composite program or specific components of a program on behavioral management will lead to a significant increase in the ability of lower SES parents to select correct procedural statements related to behavioral management.

The small sample size and the fact that the samples were related led to the selection of the Wilcoxon Matched-Pairs Signed-Ranks Test for the analysis of the data (Table 2).

TABLE 2
RANK OF DIFFERENCES AMONG SUBJECTS--TEST ON KNOWLEDGES/ATTITUDES (FE-1)

Treatment	Pair	Pre Score	Post Score	d Difference	Rank of d	Rank with Less Frequent Sign
Text	1	16	19	3	5.5	
	2	12	16	4	7	
Video-tape 30 min.	3	7	18	11	9	
	4	13	14	1	1.5	
Text--	5	14	15	1	1.5	
Video-tape	6	13	16	3	5.5	
2/15 min.	7	16	18	2	3.5	
Text-	8	12	18	6	8	
Video-tape	9	13	15	2	3.5	T=0
30 min.						

Comparison of the pretest and post-test scores on the test on knowledges/attitudes related to behavioral management indicated a significant difference at the .005 level. This accompanied with the fact that there was no positive change in the scores of the two subjects receiving no treatment led to the tentative conclusion that the program components were effective in changing knowledges/attitudes related to behavioral management.

A comparison of the relative ranking among treatments indicated that there was no major difference which could be attributed to a specific component

and/or combination of components.

These results plus the fact that 80% of the parents viewing the televised simulation indicated that they would prefer seeing the program in one segment led to the decision to produce the televised simulation as one 30-minute unit.

Would parents from this population be receptive to the programmed text and video-taped simulation? An informal verbal inventory of each subject was completed at the conclusion of the post-testing session with the following results:

The five subjects completing the composite program responded favorably to both the content and the procedure.

The seven subjects completing the video-taped simulation responded positively to the program with the favorable comments being directed towards the contrast between positive reinforcement and punishment (3 responses), the procedures for teaching without physically punishing (2 responses), and the presentation of positive parent/child interaction scenes (4 responses). The only negative comments were directed towards the spanking scene (1 response) and the sound effects accompanying the spanking scene (1 response).

Of the seven subjects completing the programmed text, three responded in a decidedly positive manner; the responses of four subjects were a combination of both favorable and unfavorable. The favorable responses were directed towards the content (2 responses), the question and answer procedure (2 responses), and the applications to their own children (3 responses) The negative comments were directed towards the concept of "bribery" (3 responses), the use of "him" rather than "her" when referring to children (1 response), the repetitive nature of the questions (2 responses), and the amount of writing required (1 response).

Several mothers commented on the absence of fathers in the program, stating that they "wish their husbands could view the program." It was also observed that most parents requested a copy of the programmed text for their review at home after the program was completed and that all respondents to the informal interview indicated that the televised segment should be presented on two separate occasions.

Based on the results of Formative Evaluation I, the composite program was revised.

A nonstructured assessment of the modifications in the programmed text was completed prior to reimplementation. The programmed text was completed by seven parents from a rural demographic region who attended a community sponsored parent-involvement program. The analysis of the completed texts indicated that six frames required more extensive modifications.

Formative Evaluation II

Purposes. Formative Evaluation II was again concerned with three basic questions:

1. What modifications in the curriculum are indicated?

   Is the revised model for televised instructional sequences amenable to broadcast television?

   Are the revised televised criteria checks effective measures of parent performance?

   Can parents from the target population successfully complete the revised programmed text?

2. Would exposure to the program or a specific component of the program increase the skill/knowledge repertoire of parents?

   Would there be a major difference in parent performance if exposed to the video-taped sequence independently as contrasted to exposure in conjunction with the composite program?

3. Would parents be receptive to the programmed text, the video-taped simulation, and the principles of behavioral management as presented?

Of the twenty members of the target population identified from parents of children attending a Model Cities day care program, two indicated that they would not be interested in attending the program.

The parents met at a common site to:

1. Complete the video-taped pretest sequences,

2. Complete the knowledges/attitudes pretest,

3. Receive the material and the schedule for the particular group to which they would be assigned, and

4. Receive the payment schedule for program completion--$10.00/session.

Five subjects did not attend the pretest session. An on-site telephone interview with these subjects again indicated no consistent cause for nonparticipation, with "I can't make it tonight," "I'll be there later," and child sickness being the most specific responses derived.

The pretest on knowledges/attitudes related to behavioral management was administered to the thirteen subjects. This was followed by the video-taped pretest sequence. All materials were numerically coded to insure the anonymity of the subjects.

The subjects were then randomly assigned to two groups:

Group 1: Completed the thirty-minute video-taped sequence at the center after the pretests were administered.

Group 2: Completed the thirty-minute video-taped sequence after the pretests were administered and completed the programmed text in their homes.

The subjects returned to the meeting site on a preset date for completion of the post-test on knowledges/attitudes related to behavioral management and the post-test on application of behavioral management strategies to televised samples of behavior. An informal verbal interview was administered after the post-tests were completed to determine parent receptivity to the program and the principles of behavioral management as presented. All subjects were paid on completion of the final session. One subject from Group 2 dropped out during the video-taped sequence due to her child's illness at the site (her scores were subsequently dropped from the data analysis).

Results and Implications. The analysis of the data indicated that several major program deficiencies had been corrected.

Is the revised model for televised instructional sequences amenable to broadcast television? The major problem encountered in the original model for the televised simulations was the duration of subject responding. The mean response time for subjects completing the revised video-taped sequence was 9 seconds, a reduction in response time of nearly 50%.

However, observations of subject responding indicated that the actual response time required per item was actually much lower in that five subjects anticipated the feedback and withheld their responses until feedback was presented.

It was also found that subject responding fell below the 90% accuracy level on five of the twenty-two questions (Appendix J). The differences noted in responses to items 9, 11, and 13 were anticipated in that the questions were posed to set the stage for the material which followed and required only an expression of opinion.

The probable sources of error on the five frames were determined.

Items 1 and 21--Inadequate information was presented for responding to the questions.

Item 6--The use of the same child in the preceding sequence led to response carry-over.

Item 12--The question was ambiguous.

Item 15--An inadequate amount of time was spent on the behavior of the child to derive the information required for responding.

Are the revised televised criteria checks effective measures of parent performance? The televised pre/post-criteria checks were evaluated using four criteria:

Did the subject identify a measurable behavior with which she would deal?

Did the subject reject the instances of aversive parent/child interactions and accept the instances of positive parent/child interaction procedures used by the televised parent?

Did the subject write a positive reinforcement procedure which could be used to accelerate the child's behavior in the positive instances?

Did the subject write a description of the aversive control procedure which should be eliminated and pose an alternative positive procedure?

A review of individual responses to the items on the pre/post-tests indicated that the scores of the subjects were frequently deflated due to:

1. The subjects' reluctance and/or ability to write a more complete response, i.e. answers were found to be terse and often incomplete.

2. Inadequate information related to circumstances preceding the occurrence of the behavior, i.e. under varying sets of circumstances parents would differentially respond to behavior.

3. Parental attitudes toward specific behaviors, i.e. a knowledge of positive strategies does not necessarily insure their application (even in a testing situation) to specific disruptive behaviors of children.

In view of these limitations the model for presenting criteria checks was rejected. Alternative models were explored based on the following assumptions:

1. The model should provide for short answers.

2. The structure should provide for parent viewing of the antecedent events.

3. The model should deal with specific rather than generalized applications of behavioral management strategies.

Production of models meeting these characteristics was not initiated in that:

1. They would so closely resemble the structure of the video-taped simulations that they would require extensive testing to eliminate practice effects prior to their use in evaluating the current materials.

2. The required length would have limited their application to broadcast television.

3. They would not test the generalized applications of the principles in the absence of directive prompts.

Can parents representing the target population successfully complete the revised programmed text? An analysis of the error rate on items in the programmed text indicated the following:

Parents from the target population could successfully respond to the constructed response items. 95% of the 30 constructed response items were responded to accurately by 90% of the subjects completing the programmed text (Appendix K).

An analysis of the responses serving as criteria for objectives 1-6 (pages 7 and 8 of this report) indicated that 100% of the subjects met all of the objectives.

The analysis of responding to the multiple-choice items indicated that nearly 80% of the 32 items were completed accurately by 90% of the subjects. Of the seven items on which more than 10% of the subjects responded incorrectly, three were attributable to inadequate concept coverage and one to a misleading prompt.

The programmed text was subsequently modified to correct for these deficiencies.

Would exposure to the program or a specific component of the program increase the skill/knowledge repertoire of parents? The primary hypothesis to be tested was:

An exposure to a composite program or specific components of a program on behavioral management will lead to a significant increase in the ability of lower SES parents to select correct procedural statements related to behavioral management.

The small sample size and the fact that the samples were related led to the selection of the Wilcoxon Matched-Pairs Signed-Ranks Test for the analysis of the data (Table 3).

TABLE 3
RANK OF DIFFERENCES AMONG SUBJECTS--TEST ON KNOWLEDGES/ATTITUDES (FE-II)

Treatment	Pair	Pre Score	Post Score	d Difference	Rank of d	Rank with Less Frequent Sign
Video-tape 30 min.	1	14	17	3	7.5	
	2	15	18	3	7.5	
	3	16	15	-1	-3	3
	4	14	15	1	3	
	5	12	17	5	10	
	6	11	19	8	12	
Text-Video-tape 30 min.	7	14	18	4	9	
	8	15	14	-1	-3	3
	9	14	15	1	3	
	10	12	18	6	11	
	11	15	16	1	3	
	12	16	18	2	6	T=6

Comparison of the pretest and post-test scores on the test on knowledges/attitudes related to behavioral management indicated a significant difference at the .01 level supporting the tentative conclusion that the program components were effective in changing knowledges/attitudes related to behavioral management.

A comparison of the relative ranking across treatments indicated that there was no major difference which could be attributed to the programmed text.

Would parents from this population be receptive to the programmed text, the video-taped simulation, and the principles of behavioral management as presented? At the conclusion of the post-testing session, each subject was asked to evaluate the instructional program. While a more extensive description of the responses is contained in Appendix L, they could be summarized as follows:

The parents were receptive to the structure of the program, the programmed text, and the video-taped simulations.

The parents indicated that the televised simulations should be presented on two occasions as a single unit.

The parents were in general agreement with the method of child rearing, with the majority of parents indicating at least partial use of the strategies.

The majority of the parents indicated that they would use the methods in the future.

No references were made to the concept of "bribery" indicating that the tone changes from the original text were effective.

The lack of male participants in the program and the large number of requests for copies of the text were again noted. Observations of subject behavior indicated that the televised criteria checks served as a stimulus for parent discussions after the session was completed.

Based on these observations, a decision was made to produce the pre and post video-taped criteria checks in similar form for closed-circuit television to elicit discussion related to the application of behavioral management strategies. The parents' requests for copies of the programmed text were responded to through the development of a concise programmed version of the text for reference after the program was completed (Teaching Your Child: Dos and Don'ts).

SUMMATIVE DEVELOPMENT AND EVALUATION

Summative Development

The programmed video-taped simulation was produced on two-inch quadraturehead equipment using the revised script based on the Formative Evaluation as a model. The program was titled and scripted so that any viewer could participate and acquire information. The programmed text was also revised based on Formative Evaluation II and produced.

Summative Evaluation

Purpose

The Summative Evaluation was primarily designed to test the effectiveness of the model and the materials. Consequently, a limited "field test" was conducted in which the subjects completed the program in their own homes.

The Summative Evaluation was concerned with three questions:

> Would parents complete both the programmed text and the video-taped simulations outside of the experimental environment?
>
> Would exposure to the program increase the skill/knowledge repertoire of parents?
>
> Would parents be receptive to the materials and the model inwhich they were presented?

Subjects

Twenty-five subjects meeting the parameters of the target population were selected from parents attending programs conducted at a Model Cities parent center.

The parents met at a common site to:

1. Complete the knowledges/attitudes pretest,
2. Receive the materials and the broadcast schedule for the televised segment, and
3. Receive the payment schedule for program completion--$5.00/session.

Two subjects were sick on the date set for the pretest session and, subsequently dropped from the program. One subject was released from the hospital on the date set for the post-test and was not present for the post-testing situation.

The pretest on knowledges/attitudes related to behavioral management was administered to the 22 subjects. The subjects were instructed to complete the programmed text, to view any one of four regional telecasts of the video-taped simulations, and to complete the response sheet for the televised program.

The subjects returned to the meeting site on a preset date for the completion of the post-test on knowledges/attitudes related to behavioral management. An informal verbal interview was administered after the post-test was completed to determine parent receptivity to the program and the principles of behavioral management as presented. All subjects were paid on completion of the final session.

Results

Would parents complete the programmed text and video-taped simulation outside the experimental environment? All but one subject completed both the programmed text and the video-taped simulation. While the results on the pre and post-tests for this subject were dropped from the data analysis, it was significant that there was no change between pre and post-test performances.

Would exposure to the program increase the skill/knowledge repertoire of parents? The scores of the subjects on the test of knowledges/attitudes were compared.

The primary hypothesis to be tested was:

> An exposure to a programmed text in conjunction with a video-taped simulation dealing with behavioral management will lead to a significant increase in the ability of lower SES parents to select correct procedural statements related to behavioral management.

The larger sample size and the fact that samples were related led to the selection of the T-test for Matched Pairs for the analysis of the data (Table 4).

TABLE 4

COMPARISON OF SUBJECT SCORES--TEST ON KNOWLEDGES/ATTITUDES

Pair	X_1 Pre	X_2 Post	X_D Difference	$X_D-\bar{X}_D$	$(X_D-\bar{X}_D)^2$
1	17	17	0	-2.67	7.1289
2	15	19	4	1.33	1.7689
3	12	14	2	-0.67	0.4489
4	11	15	4	1.33	1.7689
5	12	18	6	3.33	11.0889
6	16	18	2	-0.67	0.4489
7	15	18	3	-0.33	0.1089
8	17	19	2	-0.67	0.4489
9	13	14	1	-1.67	2.7889
10	13	16	3	0.33	0.1089
11	15	18	3	0.33	0.1089
12	14	18	4	1.33	1.7689
13	15	15	0	-2.67	7.1289
14	17	19	2	-0.67	0.4489
15	15	19	4	1.33	1.7689
16	17	18	1	-1.67	2.7889
17	17	19	2	-0.67	0.4489
18	12	17	5	2.33	5.4289
19	15	19	4	1.33	1.7689
20	16	19	3	0.33	0.1089
21	16	17	1	-1.67	2.7889

Comparison of the pretest and post-test scores on the test on knowledges/attitudes related to behavioral management indicated a significant difference at the .01 level with the post-test performances being superior to the pre-test performances.

The analysis of the responses in the programmed text serving as criteria for objectives 1-6 (pages 7-8 of this report) indicated that more than 95% of the parents completing the program could:

1. Identify and record specific behaviors of their own child.
2. Identify and record a social reinforcer and three high probability activities for their own child.
3. Write a limited contract which could be implemented with their child.

4. Complete a task analysis for a desired behavior to be accelerated.

5. Complete a behavioral analysis for an undesirable behavior to be decelerated.

Would parents be receptive to the material and the model in which it was presented?

The analysis of the parent evaluations indicated a positive reaction to the program. While a more extensive description of the responses is contained in Appendix M, they could be summarized as follows:

The parents were receptive to the structure of the program, the text, and the video-taped simulation.

The parents indicated that the televised simulation should be presented on two occasions as a single unit. The general response, however, was not as strongly supportive as the response to the same question during the Formative Evaluations. This may be due, in part, to the accelerated pacing of responses which was required to meet production specifications.

The parents were in general agreement with the method of child rearing. However, the results indicated that none of the parents applied the methods consistently.

The majority of the parents indicated that they would use the methods in the future.

SUMMARY AND CONCLUSIONS

Few instructional materials in the area of infant/child stimulation techniques have been designed for lower SES populations. The primary objective of this project was to develop and test a model into which a variety of enrichment techniques might be cast for efficient presentation to parents from this population. In order to test the effectiveness of the model, it was necessary to design, produce, and sequentially modify an instructional program which filled the specifications of that model. The analysis of the data from the formative and summative evaluations of the resulting instructional programs on behavioral management strategies indicated that:

1. The programming models for the text and video-taped simulations were effective as demonstrated by:

   The parents' successful use and completion of the materials,

   The significant increase in the ability of parents to select correct procedural statements related to behavioral management after exposure to the program,

   The parents' successfully written applications of the principles of behavioral management to the behavior of their children, and

   The parents' receptivity to both the programmed materials and their contents.

LIMITATIONS AND RECOMMENDATIONS

The preceding conclusions were based on the results of a limited (small sample) "field test" with two variables having a potential effect on the results, i.e. subject loss and financial reimbursement for parents.

Therefore, it is recommended that the program be implemented and evaluated with a larger sample of lower SES parents prior to the dissemination of the instructional materials. Ideally, the sample would include parents involved in established programs where extensive baselines of parent behavior prior to and after exposure to the instructional materials program could be obtained for the evaluation of the effectiveness of the program.

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APPENDIX A

APPENDIX A

CONTENT OUTLINE FOR PARENT PROGRAM ON BEHAVIORAL MANAGEMENT STRATEGIES WITH RULE/CONCEPT REDUCTIONS

I. Introduction

- A. Characteristics of small children.
- B. Considerations when implementing the program.
- C. Purposes for teaching children (WHAT CAN WE DO?), (WHY DO IT?).

II. Basic Procedures

- A. Identifying specific behavior (WHAT YOUR CHILD DOES).
- B. Observing behavior (WATCH YOUR CHILD), (LOOK FOR SOMETHING GOOD AND TELL HIM ABOUT IT).
- C. Recording behavior (KNOW HOW OFTEN HE DOES IT).
- D. Identifying positive consequences (FINDING THINGS HE LIKES).
- E. Selecting a behavior and increasing its frequency.
  1. Insuring success (START WITH SOMETHING YOUR CHILD CAN DO).
  2. Relating to small children.
     - a. Eliciting attention (TUNE YOUR CHILD IN).
     - b. Talking to children (TALK TO YOUR CHILD).
     - c. Playing games (LEARNING CAN BE FUN).
  3. Finding the first unit of behavior (FIRST THINGS FIRST).
  4. Selecting the unit size (START SMALL--MAKE SURE HE CAN DO IT).
  5. Demonstrating and prompting behavior (HELP HIM AT FIRST).
  6. Releasing behavior (LET YOUR CHILD DO IT).
  7. Increasing behavior by small units (TAKE ONE STEP AT A TIME).
  8. Delivering positive consequences--CRF (ALWAYS GIVE SOMETHING HE LIKES).
  9. Delivering positive consequences--intermittent (ONCE IN A WHILE).
- F. Arranging contracts (TELL THE CHILD WHAT YOU WANT), (TELL THE CHILD WHAT WILL HAPPEN WHEN IT IS DONE).

III. Major Concepts

- A. Behavior has effects on others (IT WORKS BOTH WAYS).
- B. Positive stimuli may lead to behavior (TELL YOUR CHILD WHAT YOU LIKE).
- C. Individual differences exist in desired consequences (A CHILD CAN TELL YOU WHAT HE LIKES).
- D. Positive consequences lead to increases in behavior (SOMETHING HE LIKES).
- E. Parent behavior can be a positive consequence (YOU ARE THE BEST THING HE HAS).

F. Contracting requires fairness (BE COOL--BE FAIR),
(DON'T ADD EXTRAS).

G. Contracting requires consistency (ALWAYS DO WHAT YOU SAID YOU WOULD),
(THREATS WEAR OUT--SO DO PROMISES).

H. Rules having longevity should be preset (TELL YOUR CHILD THE RULES).

I. Punishment may have negative effects (DO NOT HIT--DO NOT HURT).
   1. Resistance (HE MAY FIGHT BACK).
   2. Withdrawal (HE MAY STOP TRYING).

J. There are several alternatives to punishment.
   1. Using time-out (A TIME AWAY FROM GOOD THINGS).
   2. Using restitution (YOUR CHILD LEARNS BY MAKING IT RIGHT).
   3. Selecting incompatible behaviors (FIND SOMETHING ELSE HE CAN DO).
   4. Ignoring behaviors (DON'T WORRY ABOUT LITTLE THINGS YOU DON'T LIKE).

K. Punishment can be effective (SOMETIMES YOU HAVE TO--YOU CAN'T LET HIM HURT HIMSELF OR OTHERS).

L. Punishment should be directed toward individual behavioral change (DON'T PUNISH EVERYONE).

M. Punishment should be consistent with the problem behavior (DON'T OVER DO IT).

APPENDIX B

APPENDIX B

PARENT RESPONSES
DESIRABLE AND UNDESIRABLE BEHAVIOR OF CHILDREN

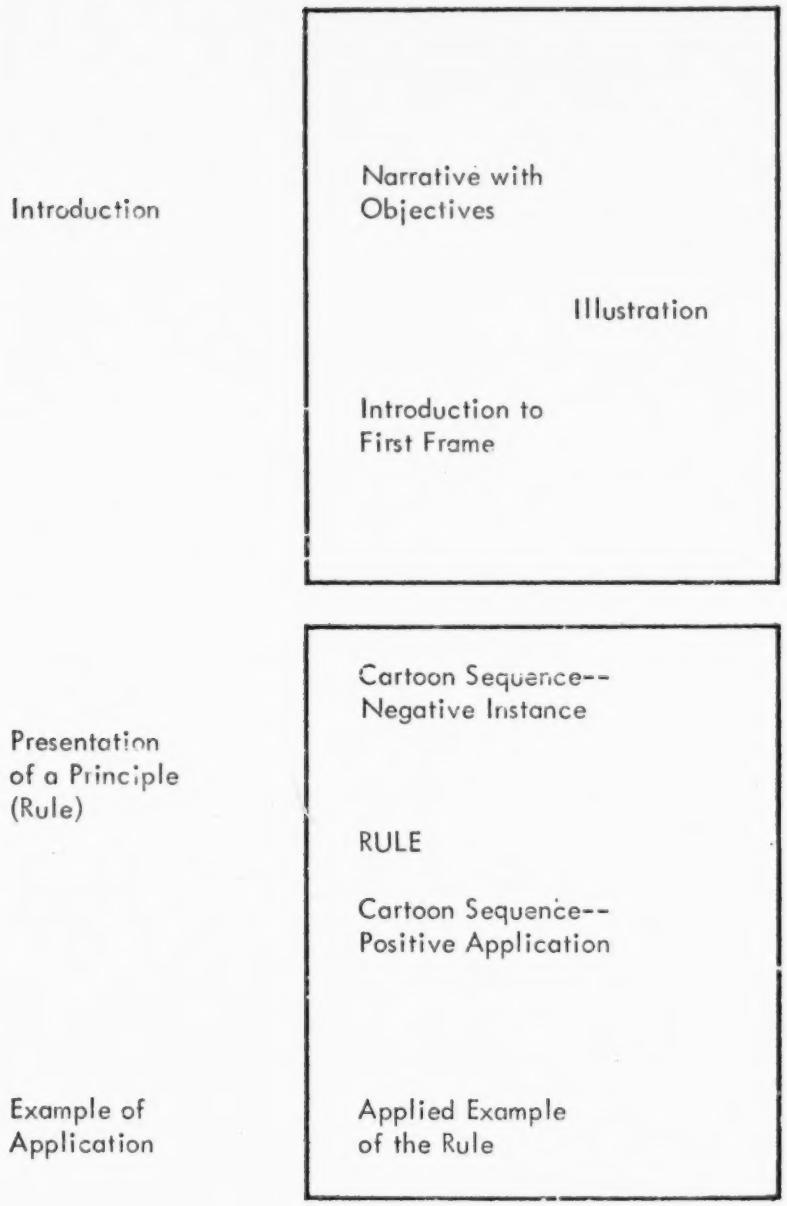
DESIRABLE	UNDESIRABLE
Look at books 2	Tear or write in books and magazines 2
Read 1	Watch television 1
Spell 1	Talk continuously 2
Sound words 1	Sass or argue 8
Explain better 1	Run in house 3
Communicate with adults 1	
Sit quietly 2	
Complete activities 1	
Wash hands 1	Pick at food 1
Eat faster 1	Talk and play in bed 1
Eat all his food 2	
Eat a variety of foods 1	
Eat without making a mess 2	
Eat without playing 1	
Dress himself 1	
Go to bed without fussing 4	
Play well with other children 3	Tease, fight, hit siblings or other children 21
Play well with siblings 2	Play with children who can't be trusted 1
Help other children 3	Play 1
Share 5	Take things 2
Respect others 6	Call children names 3
Act more courteous 2	Let younger child hit him 1
Cooperate 1	Swear 1
Pick up toys/clothes 3	Mess up the house 1
Clean up room 3	Throw and break objects 1
Be more careful with his things 3	Demand attention, show off 2
Listen, pay attention, follow directions 7	Disobey 3
	Do things without asking 1
Complete activities on time and/or without being told 2	Give up 1
	Act lazy 2
Complete activities on time 2	Shout, scream, pout, whine, and cry 9
Express confidence 3	Throw temper tantrum 2
Help voluntarily 7	Lie 1

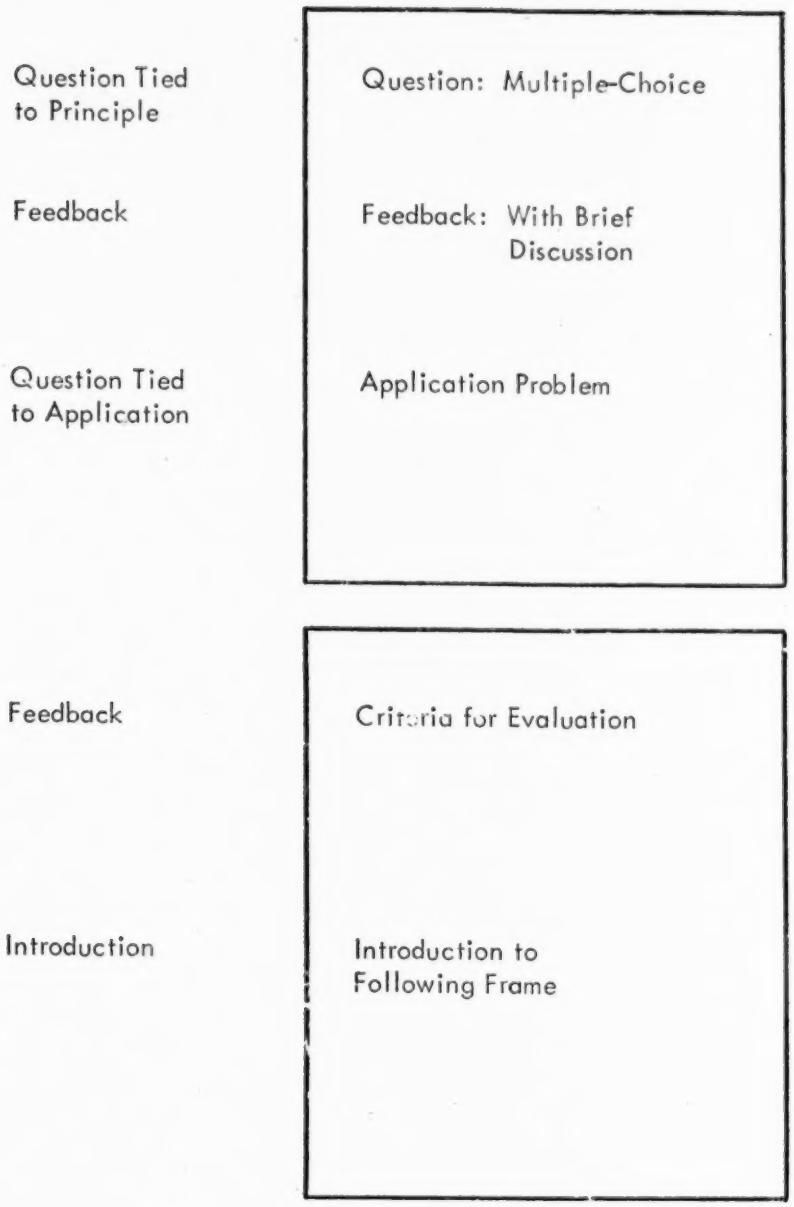
DESIRABLE	UNDESIRABLE
Speak in a softer voice 1	Play with fire 1
Laugh, be happy 2	
Answer questions ("yes" or "no") 2	
Come home when called 1	
Tell where going 1	
Make decisions, play alone, engage in activities independently 13	
Behave more affectionately 1	Day-dream 1
Act less sensitive 1	Worry about small things 1
Be more patient 1	

APPENDIX C

APPENDIX C

PROGRAMMED TEXT FORMAT




Question Tied to Principle
Question: Multiple-Choice
Feedback
Feedback: With Brief Discussion
Question Tied to Application
Application Problem
Feedback
Criteria for Evaluation
Introduction
Introduction to Following Frame

APPENDIX D

APPENDIX D

MODEL FOR VIDEO-TAPED SIMULATION

Introduction:

Pictorial-musical contrast between positive reinforcement and punishment.

Presentation of behavioral principle.

Video-taped sequence of situation where principle might be applied with a child.

Stop action--Symbol on screen corner to indicate learner response.

Question posed:

A. Did the mother handle the situation correctly?
B. What should the mother do now?

Learner response on programmed guide:

A. YES - NO selection, or
B. Selection from alternative verbal responses.

Narrated Message:

A. Yes, the mother handled the situation correctly and why. (Concurrent video-tape continuation of the sequence showing positive outcome with the child).
B. No, the mother should have selected an alternative behavioral strategy and why. (Concurrent video-tape continuation of the sequence showing the negative outcome with the child).

APPENDIX E

APPENDIX E

PARENT RESPONSE SHEET FOR VIDEO-TAPED SIMULATION

1. Did she teach her child in the best way?

   YES NO

   How could she have done it better? _____

2. Did she teach her child in the best way?

   YES NO

   How could she have done it better? _____

APPENDIX F

APPENDIX F

PRE/POST-TESTS ON KNOWLEDGES/ATTITUDES RELATED TO BEHAVIORAL MANAGEMENT

PRETEST

_____ 1. Children will learn not to do something if we take them away from something they like when they do it.

_____ 2. A child never shows a parent what he likes.

_____ 3. We should not pay attention to little things that we don't like.

_____ 4. We should let children select something they like after they do something we want them to do more often.

_____ 5. If we don't pay attention to little things that we don't like, children may stop doing them.

_____ 6. We should teach many new things at the same time.

_____ 7. Children should never be hit on the face.

_____ 8. When teaching a child something new, we should help him at first.

_____ 9. Children should do several things that we want them to do before we let them do something they want to do.

_____10. The best way to stop a child from doing something wrong is to spank him.

_____11. Even if we do not watch a child, we can tell him we like something he has done.

_____12. We should nor show children how to do things.

_____13. We should tell small children how to do something before we show them.

_____14. We should be able to say exactly what a child has done.

_____15. When we teach children something new, we should start with something they are able to do.

_____16. If we want a child to do something more often, we should let him know that we like it.

_____17. We should never swat a child.

_____18. Children do things to make their parents happy.

_____19. Parents cannot tell small babies that they like something.

_____20. Children do not learn well when they are hurt.

POST-TEST

_____ 1. Children will learn not to do something if we take them away from something they like when they do it.

_____ 2. A child shows a parent what he likes in many ways.

_____ 3. We should pay attention to little things that we don't like.

_____ 4. We should let children select something they like after they do something we want them to do more often.

_____ 5. If we don't pay attention to little things that we don't like, children will do them more often.

_____ 6. We should not teach many new things at the same time.

_____ 7. Children should never be hit on the face.

_____ 8. When teaching a child something new, we should let him do it alone at first.

_____ 9. Children should do several things that we want them to do before we let them do something they want to do.

_____10. The worst way to stop a child from doing something wrong is to spank him.

_____11. Only if we watch a child, will we be able to tell him the exact thing he is doing that we like.

_____12. We should show children how to do things.

_____13. We should show small children how to do something before we tell them how.

_____14. There is no need to say exactly what a child has done.

_____15. When we teach children something new, we should start with something they are able to do.

_____16. If we want a child to do something more often, we should let him know that we like it.

_____17. There are times when we should swat a child.

_____18. Children don't do things just to make their parents happy.

_____19. Parents can tell small babies that they like something.

_____20. Children still learn well even when they are hurt.

APPENDIX G

APPENDIX G

RESPONSE ANALYSIS--VIDEO-TAPED SIMULATION FORMATIVE EVALUATION I

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETE	TIME X
Identifying Behavior	1	Constructe (C)	6	1	-	37
Identifying Behavior	2	C	7	-	-	24.5
Specifying Behavior	3	C	7	-	-	18
INTRO to Reinforcement	4	Yes - No (Y-N)	7	-	-	11
Specifying Reinforcer	5	Y-N	7	-	-	7.5
Identifying Reinforcing Events	6	C	20	1	-	109.5
Arranging a Contract	7	Y-N	7	-	-	5
Specifying Effects of Aversive Control	8	Y-N	7	-	-	3.5
Specifying Reinforcement Procedure	9	Y-N	4	3	-	4
Specifying Alternative (Positive)	10	Y-N	7	-	-	[illegible]
Specifying Alternative (Negative)	11	Y-N	7	-	-	3.5
Applying Negative Consequence	12	C	4	10	-	95
Applying Negative Consequence	13	Y-N	6	1	-	5
Arranging Consequences	14	C	4	10	-	118.5
Selecting Task	15	C	-	7	-	113
Specifying Entry Level	16	C	7	-	-	82.5
Identifying Excessive Task	17	Y-N	7	-	-	5

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETE	
Specifying Learning Sequence	18	C	9	5	-	131.
Selecting Systematic Approach	19	Y-N	7	-	-	5
Selecting (Entry Level) (Task Size)	20	C	10	11	-	115.
Selecting Systematic Approach	21	Y-N	3	4	-	5
Applying Systematic Approach	22	C	7	7	-	126.
						1030
						17.7

APPENDIX H

APPENDIX H

MODIFIED FORM FOR VIDEO-TAPED CRITERIA CHECK

1. What was this child doing?

_____

_____

_____

_____

_____

Would you have done what this mother did with her child? ___Yes ___No

If yes, what else could you do?

_____

_____

_____

_____

_____

*If no, what would you NOT have done?

_____

_____

_____

_____

_____

*Verbal instruction on the video-tape included the directive to state what the parent should have done.

APPENDIX I

APPENDIX I

RESPONSE ANALYSIS--PROGRAMMED TEXT FORMATIVE EVALUATION I

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETI
Specifying Behavior	1	Multiple-Choice (MC)	15	3	-
Specifying Behavior	2	MC	12	1	-
Specifying Behavior	3	Constructed (C)	5	-	1
Specifying Behavior	4	C	17	1	-
INTRO to Reinforcement	5	MC	12	-	-
Selecting a Behavior	6	C	6	-	-
Selecting a Behavior	7	C	17	1	-
Selecting a Time Period	8	MC	16	(0)2	-
Selecting a Time Period	9	C	14	1	3
Identifying Interaction Principles	10	MC	6	1	-
Identifying Child Behavior (Positive)	11	C	15	3	-
Identifying Child Behavior (Negative)	12	C	6	-	-
Identifying Parent Behavior (Positive)	13	C	12	-	-
Identifying Parent Behavior (Negative)	14	C	6	-	-
Informing Child - Desired Behavior	15	MC	12	-	-
Informing Child - Desired Behavior	16	C	6	-	-
Informing Child - Desired Behavior	17	C	6	-	-

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLET
Identifying Reinforcers	18	MC	18	1	-
Identifying Reinforcers	19	C	18	-	-
Identifying Maximum HPB	20	C	5	-	1
Reinforcing Behavior	21	MC	17	1	-
Describing Contract Components	22	C	12	-	-
Identifying Behavior as Reinforcer	23	MC	12	-	-
Specifying Behavior as Reinforcer	24	C	18	-	-
INTRO to RE Menu	25	MC	10	2	-
Illustrating a Menu	26	C	20	-	4
Timing RE Delivery	27	MC	5	(0)1 2	-
Specifying Contract Components	28	C	12	-	-
INTRO to Punishment	29	MC	5	(0)1	-
Identifying Punishment	30	Checklist	-	-	-
REVIEW	31	MC	11	(0)1	-
Specifying Target Behavior	32	C	15	-	3 ** NA
Identifying Entry Level	33	MC	12	-	-
Identifying Entry Level	34	C	18	1	5

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETI
Identifying Entry Level	35	MC	5	(0)1 2	-
Identifying Specific Contract Components	36	C	18	2	4
Setting Task Size	37	MC	6	-	-
Setting Task Size	38	C	15	3	-
Specifying Degree of Assistance	39	MC	6	4	-
Specifying Degree of Assistance	40	C	4	1	1
Identifying Independence Level	41	MC	6	-	-
Increasing Task Size	42	MC	11	1	-
REVIEW	43	C	25	5	6
Applying Continuous RE	44	MC	9	3	-
Applying Continuous RE	45	MC	4	2	-
Applying Intermittent RE	46	MC	5	1	-
Stating Behavior to Children	47	MC	12	0)6	-
Stating and Reinforcing Behavior	48	C	4	0)8	-
Stating Consequences	49	MC	4	0)1 1	-
Stating Consequences	50	C	10	-	2
REVIEW	51	C	10	-	2

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETI
REVIEW	52	MC	18	-	-
Modifying Undesirable Behavior	53	C	15	1	2
Identifying Punishment	54	MC	24	-	-
Identifying Punishment	55	C	17	-	1
Identifying Reactions to Punishment	56	MC	18	-	-
Identifying Reactions to Punishment	57	MC	18	-	-
Identifying Reactions to Punishment	58	C	5	-	1
Applying Negative Consequences	59	MC	17	1	-
Modifying Undesirable Behavior	60	MC	6	5	-
Identifying Accelerators Decelerators	61	MC	12	-	-
Identifying Incompatible Responses	62	MC	11	(0)1	-
REVIEW	63	C	19	3	2

APPENDIX J

APPENDIX J

RESPONSE ANALYSIS--VIDEO-TAPED SIMULATION FORMATIVE EVALUATION II

CONCEPT*	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETE
*Refer to Appendix G	1	Multiple - Choice (MC)	12	-	-
	2	Constructed (C)	12	-	-
	3	MC	7	5	-
	4	(Yes-No) (Y-N)	11	1	-
	5	Y-N	11	1	-
	6	Checklist (CH)	5	7	-
	7	Y-N	12	-	-
	8	Y-N	12	-	-
	9	Y-N	7	5	-
	10	Y-N	12	-	-
	11	Y-N	10	2	-
	12	Y-N	5	7	-
	13	Y-N	6	6	-
	14	Y-N	12	-	-
	15	Y-N	8	4	-
	16	Y-N	12	-	-
	17	Y-N	11	1	-

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETE
	18	Y-N	12	-	-
	19	Y-N	12	-	-
	20	MC	11	1	-
	21	Y-N	9	3	-
	22	Y-N	11	1	-

APPENDIX K

APPENDIX K

RESPONSE ANALYSIS--PROGRAMMED TEXT FORMATIVE EVALUATION II

CONCEPT*	ITEM #	RESPONSE MODE *	CORRECT	NON CORRECT	NON COMPLETE
*Refer to Appendix I	1		17	1	-
	2		12	2	-
	3		6	-	-
	4		17	-	-
	5		12	-	-
	6		6	-	-
	7		17	1	-
	8		16	(0)2	-
	9		12	-	-
	10		6	2	-
	11		10	-	2
	12		6	-	-
	13		12	-	-
	14		6	-	-
	15		12	-	-
	16		6	-	-
	17		4	-	2

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETE
	18		18	-	-
	19		18	-	-
	20		5	-	1
	21		18	-	-
	22		10	1	1
	23		12	-	-
	24		18	-	-
	25		18	-	-
	26		10	-	2
	27		5	(0)1 5	-
	28		11	-	1
Stating Limits of Contract	*NF		6	-	-
Setting Rules	NF		6	-	-
	29		5	(0)1	-
	30		-	-	-
	31		10	(0)2 1	-
	32		18	-	-

*New Frame

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETE
	33		12	1	-
	34		22	1	1
Identifying Precurrent Behavior	NF		6	-	-
	35		6	-	-
	36		19	-	5
	37		6	-	-
	38		14	-	4
	39		6	-	-
	40		5	-	1
	41		6	-	-
	42		12	-	-
	43		30	2	4
	44		12	-	-
	45		6	1	-
	46		5	(0)1	-
	47		16	(0)2	-
	48		12	-	-

CONCEPT	ITEM #	RESPONSE MODE	CORRECT	NON CORRECT	NON COMPLETI
	49		6	1	-
	50		12	-	-
	51		12	-	-
	52		18	-	-
	53		15	1	2
	54		24	-	-
	55		18	-	-
	56		18	-	-
	57		18	4	-
	58		4	1	1
	59		18	1	-
Identifying Consistency Principle	NF		-	-	-
	60		6	4	-
	61		10	2	-
	62		12	-	-
	63		20	1	3

APPENDIX L

APPENDIX L

PARENT RESPONSES TO INTERVIEW
FORMATIVE EVALUATION II

GENERAL IMPRESSION OF THE PROGRAM: Positive reactions, 12; negative reactions, 0.

GENERAL IMPRESSIONS OF TV PROGRAM: Too brief, 3; unrealistic in sections, 2; non-specific positive statements, 8.

MOST DESIRABLE ASPECT OF TV PROGRAM: Reinforcement procedures, 5; discipline procedures, 2; contrast between two, 1; realism, 1; non-specific positive statements, 3.

LEAST DESIRABLE ASPECT OF TV PROGRAM: Problem children, 1; aversive mothers, 1; anti-spanking concept, 1; questions, 1; unrealistic, 1; repetitious, 1; none, 6.

SHOULD THE TV PROGRAM BE SHOWN ON TWO OCCASIONS: Yes, 9; no, 3.

SHOULD THE TV PROGRAM BE SHOWN IN TWO PARTS: Yes, 4; no, 8.

AGREEMENT WITH METHOD OF CHILD REARING: Yes, 5; generally, 5; uncertain, 2.

CURRENT USE OF THIS METHOD: Total, 2; partial, 5; none, 3; uncertain, 2.

ANTICIPATED USE OF THIS METHOD: Yes, 10; uncertain, 1; probable, 1.

GENERAL IMPRESSION OF TEXT: Non-specific positive statements, 8; repetitious, 3; stereotyped, 1; one-sided, 1; realistic, 1.

MOST DESIRABLE ASPECT OF TEXT: Information section, 4; questions, 1; pictures, 1; non-specific responses, 2.

LEAST DESIRABLE ASPECT OF TEXT: Constructed responses, 1; repetitious, 1; answering questions, 3; none, 3.

MOST DESIRABLE SEQUENCE FOR TEXT/VIDEO-TAPE PRESENTATION: TV first, 6; text first, 2.

APPENDIX M

APPENDIX M

PARENT RESPONSES TO INTERVIEW SUMMATIVE EVALUATION

GENERAL IMPRESSION OF THE PROGRAM: Positive reactions, 17; negative reactions, 1; combination positive and negative reactions, 3.

GENERAL IMPRESSION OF TV PROGRAM: Positive reactions, 14; negative reactions, 3; combination positive and negative reactions, 4.

MOST DESIRABLE ASPECT OF TV PROGRAM: Reinforcement procedures, 3; spanking scenes, 3; alternative methods of dealing with problem behavior, 3; contrast between positive and negative approach, 2; realism, 2; examples, 2; demonstrations, 6; music, 1.

LEAST DESIRABLE ASPECT OF TV PROGRAM: Speed, 4; music, 1; acting, 4; questions, 1; unrealistic, 1; feedback, 1; use of small children only, 1.

SHOULD THE TV PROGRAM BE SHOWN ON TWO OCCASIONS: Yes, 14; no, 7.

SHOULD THE TV PROGRAM BE SHOWN IN TWO PARTS: Yes, 8; no, 13.

AGREEMENT WITH METHOD OF CHILD REARING. Yes, 15; generally, 5; uncertain, 1.

CURRENT USE OF THIS METHOD: Total, 0; partial, 16; none, 4.

ANTICIPATED USE OF THIS METHOD: Yes, 20; probable, 1.

GENERAL IMPRESSION OF TEXT: Positive reactions, 14; negative reactions, 2; combination positive and negative reactions, 5.

MOST DESIRABLE ASPECT OF TEXT: Positive approach, 1; sequence, 1; summary, 2; questions and answers, 2; cartoons, 1.

LEAST DESIRABLE ASPECT OF TEXT: Repetitious, 5; cartoons, 2; length, 1.